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| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Content** | Presentation has in-depth, relevant information about the company and CSR. This information was used to analyze the role of CSR as a corporate strategy and how the leads to business success/failure. | Presentation has concrete information about the company and CSR. These concepts are explained and it shows how they connect to business strategy. | Presentation is lacking information about either the company or CSR. The concepts are not well connected to the content. | Presentation is lacking information about both CSR and the company. There is no connection of the concepts to the content. |
| **Organization** | Students present information in a logical, interesting sequence that the audience can follow. The presentation is well prepared with all students participating and showing organized practice and insight. | The group members present information in a manner that is easily understood and shows preparation and collaboration. | Audience has difficulty following the presentation because students jump around and lack group preparation. | Audience can not understand presentation because there is no sequence to the information presented. |
| **Visual Aspect** | Student’s graphics and multimedia reinforce the presentation with clear attention to details such as spelling and grammar. | Student’s graphics relate to the text and presentation. There is attention to details such as spelling and grammar. | Student’s graphics, while related to the company being presented, do not enhance the presentation. There is little attention to spelling and grammar | Students use unnecessary graphics (or not graphics). There was no attention to detail. |
| **Presentation** | Introduced topic, established rapport and explained the purpose of presentation in creative, captivating way. | All speakers maintain eye contact with audience and seldom return to notes; presentation is like a planned conversation. Speakers are obviously prepared and have a solid grasp of the subject. | Speakers maintain eye contact most of the time but frequently return to notes. Speakers spent significant time preparing and appear at ease but don’t elaborate. | Speakers do not maintain eye contact and are not engaged with the material presented. |